

# Prefixes

**verb**

**noun/noun/n**

**hello**

*bonjour*  
**hola**  
guten Tag  
**CIAO**

ää èè ö ûü

**ATARI®**  
LEARNING SYSTEMS



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# Using This Program at Home

Many ATARI® Learning Systems program manuals were originally designed for use by teachers in the classroom. The programs themselves, however, are no less engaging and instructive for “independent learners”—children, students, and adults—working at home.

Every manual includes a “Getting Started” section that explains how to load the program into your computer system quickly and easily. Since many basic prompts and other instructions are displayed right on your screen, that’s all you’ll need to begin learning and exploring with most ATARI Learning Systems programs. But whether you’re a parent, a tutor, or a home learner teaching yourself, it’s a good idea to look through the teaching materials in your manual. You’re likely to find important details on using the program, valuable supplementary information on its subject matter, and some creative ideas for getting the most educational and entertainment value out of your ATARI Learning Systems program.

# Introduction

The *Prefixes* module—consisting of one diskette and this guide—has been designed for use with elementary grade levels. The diskette will operate on all ATARI® home computers. The guide provides information necessary for using the diskette effectively in a classroom setting.

Reading, the companion to speaking, writing, and listening, is a language arts skill that can be subdivided into categories such as phonetics, word structure, sentence structure, and grammar. Each of these categories can also be subdivided. This diskette examines one subdivision of word structure, the prefix.

The five prefixes taught on the Prefixes diskette are among the most commonly used. More importantly, they are the prefixes *most in need of being taught*, based on the frequency of their introduction in teaching lessons of leading textbooks.

The K–7 textbooks of seven major publishing companies were surveyed to determine how the teaching of prefixes was approached in their curriculum materials. From this information, charts were devised to show the grade level at which a particular prefix was introduced, the grade level at which the particular prefix was reviewed, and which prefixes were most commonly taught.

The results of the survey aided in the selection of prefixes and the order in which they're presented in the diskette.

# Introduction

The decision was made to develop computerized instruction that would:

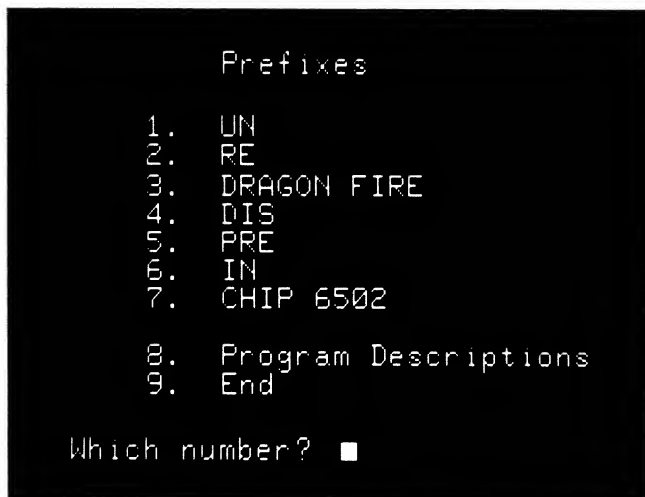
- Teach concepts as well as drill and review
- Provide students with immediate reinforcement
- Utilize the computer's random questioning capabilities
- Utilize the computer's graphic capabilities
- Allow teachers to select modules that correlate with their specific curriculum
- Utilize appropriate reading level
- Employ minimal typing skill in the beginning lessons

Handout pages in this booklet may be duplicated for use with students. These pages are numbered sequentially in the upper right corner.

In Lesson 3, Dragon Fire, and Lesson 7, Chip 6502, the volume on the television should be turned on for auditory positive reinforcement.

# Index to Programs on Diskette

The *Prefixes* diskette has lessons on the prefixes UN, RE, DIS, PRE, and IN. Lessons 1, 2, 4, 5, and 6 are tutorial; lessons 3 and 7 are review. Lesson choices are displayed on the screen as follows:



---

## Lesson 1—UN

presents the meaning of UN as “not” or “the opposite of” and drills students on the meaning of UN.

## Lesson 2—RE

presents the meaning of RE as “back” or “again” and produces drills to reinforce the meaning of RE.

## Lesson 3—Dragon Fire

reviews the meanings of UN and RE through the use of a story in which the student brings back the dragon.

# **Index to Programs on Diskette**

## **Lesson 4—DIS**

presents the meaning of DIS as “not” or “the opposite of” and produces two drills to reinforce the concept.

## **Lesson 5—PRE**

presents the meaning of PRE as “to happen before some other event” and drills students on the meaning of PRE.

## **Lesson 6—IN**

presents the meaning of IN as “not” or “within” and drills students on the meaning of IN.

## **Lesson 7—Chip 6502**

reviews the meanings of UN, RE, DIS, PRE, and IN through the use of a story about the robot named Chip 6502.



# Getting Started

Follow these steps to load the Prefixes program into your ATARI computer system:

1. With your computer turned off, turn on your television set or monitor and disk drive. Wait for the busy light on the disk drive to go out.
2. If your computer is *not* equipped with built-in ATARI BASIC, insert an ATARI BASIC cartridge in the cartridge slot (the left cartridge slot on the ATARI 800<sup>®</sup> computer).
3. Insert the Prefixes diskette in your disk drive (disk drive 1, if you have more than one drive) and close the disk drive door or latch.
4. Turn on your computer. As your disk drive goes to work, you'll hear a beeping sound while the first part of the program loads into your computer. After several moments, a title screen will appear on your screen, followed by a menu of program selections.

Because your computer loads portions of the program as you use them, you must leave the Prefixes diskette in your disk drive while using the program.

Always press **RETURN** to confirm your response to a question. Before pressing **RETURN**, you may usually change your response; just use the **DELETE BACK SPACE** key to delete your original response, then type in the new response.

To return to the program menu, hold down the **ESC** key.

# General Description

There are two types of lessons on the *Prefixes* diskette: teaching lessons and review lessons.

---

## Teaching Lessons

Each teaching lesson has four parts:

1. A presentation that explains the meaning of the prefix
2. A recognition activity that asks students to identify the prefix
3. A comprehension activity in which students apply comprehension skill
4. A summary score for students to copy onto their scoresheets

The presentation gives the meaning of the prefix, with the format varying from lesson to lesson. Graphics are used to present concepts pictorially as well as verbally. The presentation covers the following:

- Definition of a prefix
- Meaning of the prefix being studied
- Examples to clarify each meaning of the prefix
- Graphics to reinforce the meaning of the prefix

## **General Description**

Activity 1 gives students drills or activities that reinforce the concepts in the presentation and require that they recognize prefixes by underlining, typing the prefix and root word, or typing the new word formed by the prefix.

Activity 2 asks students to apply what they've learned by writing a sentence using the new word formed by the addition of the prefix.

A summary scoresheet is provided on page 16. Duplicate it for students to complete when they finish a lesson.

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### **Review Lessons**

Lessons 3 and 7 are review lessons. Drills in the review lessons use graphics, have a motivating theme, and supply a goal for students to reach. In review lessons as in teaching lessons, questions are selected randomly from a bank of questions, so that students who rerun the lesson receive a different set of questions each time.

# Use in an Instructional Setting

The prefix lessons are modular in design to allow the selection of parts that fit into individual teacher plans. A list of the words and sentences used in each lesson is included under Background Information for each prefix. From this list, teachers can determine whether a lesson relates to the concepts they wish to teach.

## Preparation

If an ATARI computer hasn't been used in the classroom, first acquaint students with the computer. Students will adapt very quickly—a three to five-minute session giving them an overview of the computer should be sufficient.

Put a poster or card near the computer, stating the steps needed to operate the machine. It should have the following instructions:

- Turn on the ATARI disk drive and wait for the light to turn off.
- Put the diskette in the disk drive.
- Turn on the television and the ATARI Computer.
- Follow the directions the computer gives you, and remember to press Return to go on.
- To correct a mistake, press the **DELETE** BACK S key.

---

## Using the Program

The prefix lessons are designed for students to do one drill or one review lesson on the computer and then go elsewhere to do the

## Use in an Instructional Setting

activity sheets. Lessons aren't designed to have students proceed directly from one lesson to another. Although lessons are designed for an individual student, two can work together on one lesson; this is an effective strategy when students work on the computer for the first time. After a lesson is completed and the student's score is presented, the computer waits for the next student to begin work on the lessons.

Students should:

- Run the assigned lesson on the computer
- Fill in the section for the assigned lesson on the scoresheet
- Do the handout sheet for the assigned lesson

| ACTIVITY | NUMBER | RIGHT |
|----------|--------|-------|
| 1        | 5      | 4     |
| 2        | 5      | 2     |
| TOTALS   | 10     | 6     |

Press **RETURN** to continue.

This is a sample run of the summary score provided by the computer.

After students complete a lesson, have them record their score(s) on the scoresheet. Check to determine whether students should do the handout, go on to the next lesson, or repeat the same lesson.

# Use in an Instructional Setting

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## Follow-up

You can use the following activities to strengthen concepts covered in computer lessons and handouts.

- **Playing Teacher.** Capable students will enjoy making up blackboard sentences or a worksheet of sentences using the appropriate prefix, for other students to complete.
- **Card Game.** Make up two sets of cards—one set for UN, RE, DIS, PRE, and IN, and another set of root word cards.
  1. Students pair off, with one holding up a prefix card and the other student matching it with an appropriate root word card.
  2. With an entire deck of words and prefix cards, students can play “Match Up” by drawing word and prefix cards and laying down pairs. The student with the most pairs is the winner.
- Encourage students to watch for prefixes in their reading, and on signs as they travel to and from school.
- Encourage students to listen for prefixes as they watch television, and try to list the ones they hear. Discuss whether they hear as many prefixes during a commercial as they do during a program.

# Prefix and Grade Level Correlation

Below are the prefixes taught on the prefix diskette and the grade levels at which they occur in the textbooks of seven publishers.

| Prefix<br>Taught | Grade<br>Level of<br>Textbook |   |   |   |   | Publisher                |
|------------------|-------------------------------|---|---|---|---|--------------------------|
|                  | 2                             | 3 | 4 | 5 | 6 |                          |
|                  |                               |   |   |   |   |                          |
| UN               | 2                             | 3 |   | 5 |   | Allyn & Bacon            |
|                  | 2                             | 3 | 4 | 5 | 6 | Ginn                     |
|                  | 2                             |   | 4 | 5 | 6 | Harper & Row             |
|                  | 2                             | 3 | 4 | 5 | 6 | Holt, Rinehart & Winston |
|                  |                               |   | 3 | 4 |   | Houghton Mifflin         |
|                  | 2                             | 3 | 4 | 5 | 6 | Laidlaw Brothers         |
|                  | 2                             | 3 | 4 |   | 6 | Scott, Foresman          |
| RE               |                               |   |   | 5 |   | Allyn & Bacon            |
|                  | 2                             | 3 | 4 | 5 | 6 | Ginn                     |
|                  | 2                             |   | 4 |   | 6 | Harper & Row             |
|                  | 2                             | 3 |   | 5 | 6 | Holt                     |
|                  |                               |   |   | 4 |   | Houghton Mifflin         |
|                  | 2                             | 3 |   | 5 | 6 | Laidlaw Brothers         |
|                  |                               |   | 3 | 4 |   | Scott Foresman           |

# Prefix and Grade Level Correlation

|     |   |       |                  |
|-----|---|-------|------------------|
| DIS | 3 | 5     | Allyn & Bacon    |
|     | 3 | 4 5   | Ginn             |
|     | 3 | 4 5   | Harper & Row     |
|     |   |       | Houghton Mifflin |
|     | 3 | 4 5 6 | Laidlaw Brothers |
|     | 4 |       | Scott Foresman   |
| PRE |   | 5     | Allyn & Bacon    |
|     |   | 4 5   | Ginn             |
|     | 3 | 4 5   | Harper & Row     |
|     |   | 5 6   | Holt             |
|     |   | 4 5   | Houghton Mifflin |
|     |   | 5     | Laidlaw Brothers |
|     | 3 | 4 6   | Scott Foresman   |
| IN  |   | 5     | Allyn & Bacon    |
|     |   |       | Ginn             |
|     |   | 4 5   | Harper & Row     |
|     | 3 | 5 6   | Holt             |
|     |   |       | Houghton Mifflin |
|     |   | 5 6   | Laidlaw Brothers |
|     |   |       | Scott Foresman   |



Prefix  
Scoresheet

|       |      |
|-------|------|
| Name  |      |
| Class | Date |

Prefix  
Scoresheet

| Lesson 1— <i>UN</i> |        | LESSON 2— <i>RE</i> |          |        |       |
|---------------------|--------|---------------------|----------|--------|-------|
| Activity            | Number | Right               | Activity | Number | Right |
| 1                   |        |                     | 1        |        |       |
| 2                   |        |                     | 2        |        |       |
| Totals              |        |                     | Totals   |        |       |

| Lesson 3— <i>Dragon Fire</i> |        |       |
|------------------------------|--------|-------|
| Activity                     | Number | Right |
| 1                            |        |       |

### Lesson 4—*DIS*

| Activity | Number | Right | Activity | Number | Right |
|----------|--------|-------|----------|--------|-------|
| 1        | _____  | _____ | 1        | _____  | _____ |
| 2        | _____  | _____ | 2        | _____  | _____ |
| Totals   | _____  | _____ | Totals   | _____  | _____ |

### Lesson 5—*PRE*

### Lesson 6—*IN*

| Activity | Number | Right | Activity | Number | Right |
|----------|--------|-------|----------|--------|-------|
| 1        | _____  | _____ | 1        | _____  | _____ |
| 2        | _____  | _____ | 2        | _____  | _____ |
| Totals   | _____  | _____ | Totals   | _____  | _____ |

### Lesson 7—*Chip 6502*

# Lesson 1 *UN*

---

## **Working with the Prefix *UN***

|                 |   |
|-----------------|---|
| Specific Topic: | Prefixes  |
| Type:           | Tutorial  |
| Reading Level:  | Tutorial: 3.0 (Spache)<br>Activities: 2.3<br>Worksheet: 2.7 |

---

## **Description**

Lesson 1 presents the meaning of the prefix *UN* as “not” or “the opposite of” and provides students with drill and practice on the meanings of words using that prefix.

---

## **Objectives**

- To know that the prefix *UN* means “not” or “the opposite of”
- To distinguish the prefix *UN* from the root word
- To comprehend the meaning of the word with the prefix *UN* by demonstrating its use in sentences
- To be able to demonstrate knowledge of prefixes

# Lesson 1 UN

## Background Information

Below are lists of words and sentences used in the computer program drills. Use these to determine whether the drill is appropriate for a particular class.

### Lesson 1— Activity 1, Prefix UN

unfed  
unlike  
unwise  
unable

unhappy  
unfair  
unsure  
uncut

unsafe  
unkind  
untrue

### Lesson 1— Activity 2, Prefix UN

It is \_\_\_\_\_ that ice is cold.

true

untrue

It is \_\_\_\_\_ to look before you cross the street.

wise

unwise

A deer is \_\_\_\_\_ to run fast.

unable

able

A car gets \_\_\_\_\_ in a carwash.

clean

unclean

The girl smiled because she was \_\_\_\_\_.

happy

unhappy

The lion is hungry because it is \_\_\_\_\_.

fed

unfed

The \_\_\_\_\_ child hit the dog.

unkind

kind

\_\_\_\_\_ your shoes before you take them off.

Untie

Tie

Playing with fire is \_\_\_\_\_.

unsafe

safe

The teacher is \_\_\_\_\_ to lift the school bus.

unable

able

Grass is long when it is \_\_\_\_\_.

cut

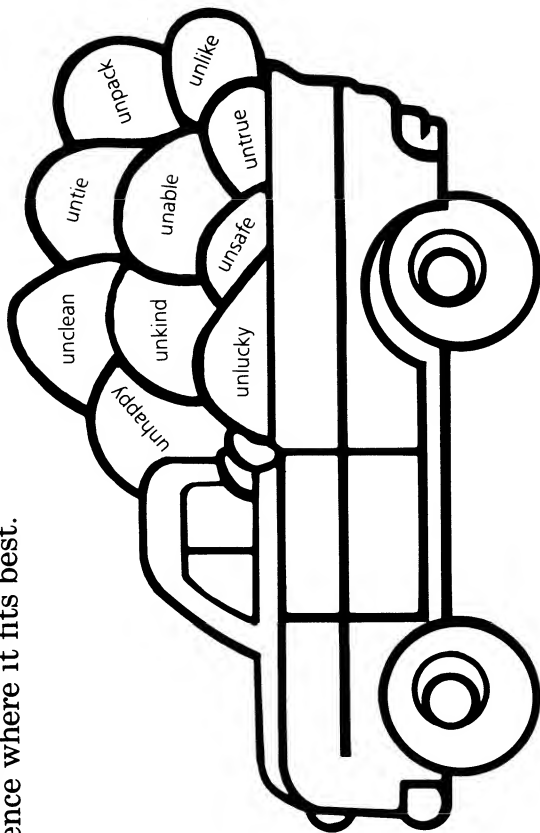
uncut

# Class

Date

## Unload the Truck

To unload most of the truck, cross out the word on the rock and write it in the sentence where it fits best.



Joe is \_\_\_\_\_ to lift the truck.

It is \_\_\_\_\_ to drive in bad weather.

The child was \_\_\_\_\_ and cried.

This truck is \_\_\_\_\_ that truck.

It is \_\_\_\_\_ that elephants are small.

Don't be \_\_\_\_\_ to animals.

Gail will \_\_\_\_\_ the suitcase.


\_\_\_\_\_ your shoe before you take it off.

# Lesson 1 UN

## Sample Runs

After defining the term "prefix," the program tells the student that UN means "not" or "the opposite of," and gives an example using a word along with a graphic representation.



In Activity 1, students underline the prefix using the  key.

Next, they press the Space Bar if done. If the answer is correct, the program reinforces learning by defining the word. If it's incorrect, students are given a second chance.

If the second try is incorrect, the program underlines the prefix and defines the word.



## Examples of Screen Output

# Lesson 1 UN

## Sample Runs

In Activity 2, students are presented with a sentence and two possible answers.

Students type A or B and press the Return key. If the answer is correct, the program places the correct answer in the blank and provides positive reinforcement. If it's incorrect, the computer gives the correct answer.

```
ENTER A OR B TO  
FINISH THE SENTENCE.  
-----
```

```
The lion is hungry  
because it is
```

```
A fed      B unfed
```

At the end of the activity, a summary score is provided. Students should copy the scores onto their scoresheets.

```
LESSON 1:  UN
```

| <u>ACTIVITY</u> | <u>NUMBER</u> | <u>RIGHT</u> |
|-----------------|---------------|--------------|
| 1               | 5             | 4            |
| 2               | 5             | 2            |
|                 | --            | --           |
| TOTALS          | 10            | 6            |

```
Press RETURN to continue.
```

## Examples of Screen Output



# Lesson 2 *RE*

---

## Working with the Prefix *RE*

|                 |             |              |  |
|-----------------|-------------|--------------|--|
| Specific Topic: | Prefixes    |              |  |
| Type:           | Tutorial    |              |  |
| Reading Level:  | Tutorial:   | 3.0 (Spache) |  |
|                 | Activities: | 2.9          |  |
|                 | Worksheet:  | 2.7          |  |

---

## Description

Lesson 2 presents the meaning of the prefix *RE* as “back” or “again” and drills students on the meanings.

---

## Objectives

- To know that the prefix *RE* means “back” or “again”
- To distinguish the prefix *RE* from the root word
- To comprehend the meaning of the word with the prefix *RE* by demonstrating its use in sentences
- To demonstrate knowledge of prefixes

## Lesson 2 RE

---

### Background Information

Below are lists of words and sentences used in each activity. Use these to determine whether the drill is appropriate for a particular class.

---

### Lesson 2— Activity 1, Prefix RE

|         |         |         |
|---------|---------|---------|
| recross | return  | refit   |
| rebuild | reread  | refill  |
| redress | replace | reopen  |
| redo    | repay   | repaint |
| replay  | retell  | remake  |

---

### Lesson 2— Activity 2, Prefix RE

|                                    |     |
|------------------------------------|-----|
| Can you <b>recross</b> a street?   | Yes |
| Can you <b>replant</b> a tree?     | Yes |
| Can you <b>refill</b> a glass?     | Yes |
| Can you <b>repay</b> your brother? | Yes |
| Can you <b>retake</b> a picture?   | Yes |
| Can you <b>remake</b> a bed?       | Yes |
| Can you <b>repaint</b> your house? | Yes |
| Can you <b>reread</b> a book?      | Yes |
| Can you <b>replant</b> a chair?    | No  |
| Can you <b>repaint</b> the wind?   | No  |
| Can you <b>reopen</b> a telephone? | No  |
| Can you <b>replace</b> a dish?     | Yes |
| Can you <b>rebuild</b> the sky?    | No  |
| Can you <b>reheat</b> a desk?      | No  |

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Repeat the Prefix

Find the 9 words with the prefix RE, and circle each word.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| R | E | P | L | A | Y | Y | A | T | G |
| E | R | X | R | C | R | N | P | E | H |
| P | E | S | E | R | E | T | E | L | L |
| L | F | U | P | S | P | Q | M | C | L |
| A | I | D | A | G | L | N | Y | D | S |
| C | L | R | I | W | A | T | M | P | B |
| E | L | K | D | E | N | I | T | Y | M |
| D | N | I | R | E | T | A | K | E | L |
| T | E | M | R | E | B | U | I | L | T |
| Z | B | Z | R | E | O | P | E | N | S |

Now **Reuse** each word once in the sentences below.

Listen and Grandma will \_\_\_\_\_ the story.

Please \_\_\_\_\_ my glass with cold water.

Smile this time and I will \_\_\_\_\_ your picture.

We will \_\_\_\_\_ the flowers.

The door will not \_\_\_\_\_.

The loan on the car was \_\_\_\_\_.

Will you \_\_\_\_\_ my favorite song?

The broken vase could not be \_\_\_\_\_.

After the fire, the house was \_\_\_\_\_.

## Lesson 2 *RE*

### Answer Key

### *RE*peat the Prefix

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| R | E | P | L | A | Y | . | . | . | . |
| E | R | . | R | . | R | . | . | . | . |
| P | E | . | E | R | E | T | E | L | L |
| L | F | . | P | . | P | . | . | . | . |
| A | I | . | A | . | L | . | . | . | . |
| C | L | . | I | . | A | . | . | . | . |
| E | L | . | D | . | N | . | . | . | . |
| D | . | . | R | E | T | A | K | E | . |
| . | . | . | R | E | B | U | I | L | T |
| . | . | . | R | E | O | P | E | N | . |

1. Listen and Grandma will **retell** the story.
2. Please **refill** my glass with cold water.
3. Smile this time and I will **retake** your picture.
4. We will **replant** the flowers.
5. The door will not **reopen**.
6. The loan on the car was **repaid**.
7. Will you **replay** my favorite song?
8. The broken vase could not be **replaced**.
9. After the fire, the house was **rebuilt**.

## Sample Runs

After defining the term "prefix," the program tells students that RE means "back" or again" and gives an example of RE meaning "back" and meaning "again." Graphics of both meanings are followed by a restatement of the meaning of RE.



In Activity 1, students underline the prefix using the **◆** key.

Next, they press the Space Bar if done. If the answer is correct, the program reinforces learning by defining the word. If it's incorrect, students are given a second chance.

If the second try is incorrect, the program gives the correct answer.



## Examples of Screen Output

## Lesson 2 RE

### Sample Runs

In Activity 2, students are presented with questions in the form of Can You perform a certain task. Each question contains a word with the prefix RE. The student reads the sentence and answers Yes or No. (Students may type Yes or No, or Y or N.)

If students answer incorrectly, the correct answer is given.

```

                                CAN YOU
                                -----
                                replace a dish?
                                yes
                                Right!
                                Yes, you can.

```

After giving the summary score, the program instructs students to move on to the next task.

```

LESSON 2: RE

ACTIVITY   NUMBER   RIGHT
-----
      1      5       4
      2      5       3
              --       --

TOTALS     10       7

Press RETURN to continue.

```

### Examples of Screen Output

# Review

## Lesson 3

### Dragon Fire

---

#### Working with the Prefixes *UN* and *RE*

Specific Topic: Prefixes

Type: Drill

Reading Level: Activity: 2.6 (Spache)  
Worksheet: 3.2

---

#### Description

Lesson 3 reviews the meanings of *UN* and *RE* through the use of a story in which the students “bring back the dragon.”

---

#### Objectives

- To know that the prefix *UN* means “not” or “the opposite of,” and that the prefix *RE* means “back” or “again”
- To distinguish between the prefixes *UN* and *RE* by making words that will complete sentences
- To demonstrate knowledge of prefixes



# Review

## Lesson 3

### Dragon Fire

---

#### Background Information

Below are sentences that are used in random order in Lesson 3.

---

#### Lesson 3—Review of UN and RE

The **unfed** dragon was sad.

He will **recross** the river.

This story was **retold** many times.

Who will **rename** the dragon?

The prince will **return**.

The princess will **untie** the rope to set herself free.

# **Review**

## **Lesson 3**

### **Dragon Fire**

She was the **unhappy** dragon.

We can **retell** the story.

He will **recall** this story.

The old woman will **refill** the water glass.

The princess was **unfair**.

The princess was **unhappy**.

The prince will **rename** the castle.

Her ideas were **unlike** those of any other princess.

The prince was **unlike** other men.

## Review Lesson 3 Dragon Fire

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Help the Dragon

Find the word below that goes with the prefix in the story, and *fill in the blanks*.

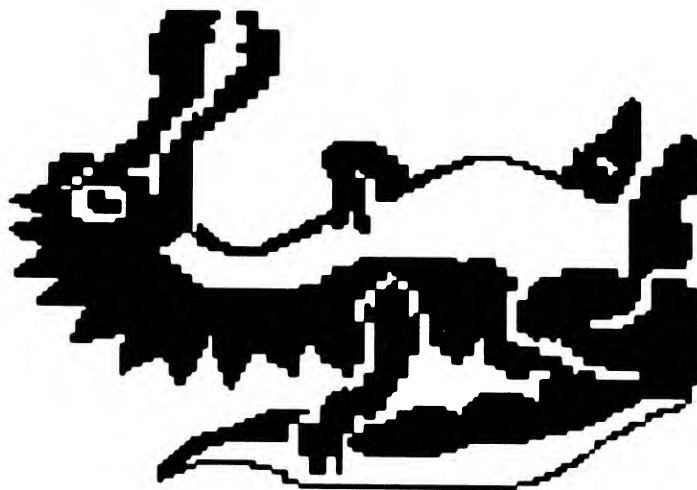
(Use each word once)

“Unhappy? I’m not un \_\_\_\_\_,” said the Dragon. “I just want to un \_\_\_\_\_ my tail. Whenever I cross the swamp, and then re \_\_\_\_\_ to re \_\_\_\_\_ to this side, my tail gets caught around a stump.”

“How un \_\_\_\_\_,” said the Wizard. “I will re \_\_\_\_\_ your tail. Let’s see, I will need glue, a rubber tire...”

“Wait a minute,” said the Dragon. “It would be un\_\_\_\_\_ and un\_\_\_\_\_ me, if you were to re\_\_\_\_\_ my tail. Just help me re\_\_\_\_\_ the stump.”

tie  
do  
fair  
build  
wise  
like  
turn  
cross  
move  
happy



# Review

## Lesson 3

### Dragon Fire

---

#### Answer Key

#### Help the Dragon

“Unhappy? I’m not un**happy**,” said the Dragon. “I just want to un**tie** my tail. Whenever I cross that swamp, and then **recross** to **return** to this side, my tail gets caught around that stump.”

“How un**fair**,” said the Wizard. “I will re**build** your tail. Let’s see, I will need glue, a rubber tire...”

“Wait a minute,” said the Dragon. “It would be un**wise** and un**like** me, if you were to re**do** my tail. Just help me re**move** the stump.”

# Review

## Lesson 3

### Dragon Fire

---

#### Sample Runs

In the Review Lesson, students try to make the Dragon "return" by answering problems correctly. For each correct answer, more of the Dragon will appear on the screen.

#### Dragon Fire

Once upon a time in  
the land of MECC,  
lived a dragon. The  
king ordered the  
dragon away. The  
dragon was unhappy.  
He wanted to return.

In the Review Lesson, students type in the prefix to complete the word correctly within the sentence.

Students type either UN or RE and press the Return key. If the prefix is correct, the Dragon emerges one step further onto the screen. If the prefix is incorrect, students continue to the next problem without seeing the Dragon.

Add un or re.  
\_\_tie

To set herself free,  
the princess will  
\_\_tie the rope.

---

#### Examples of Screen Output

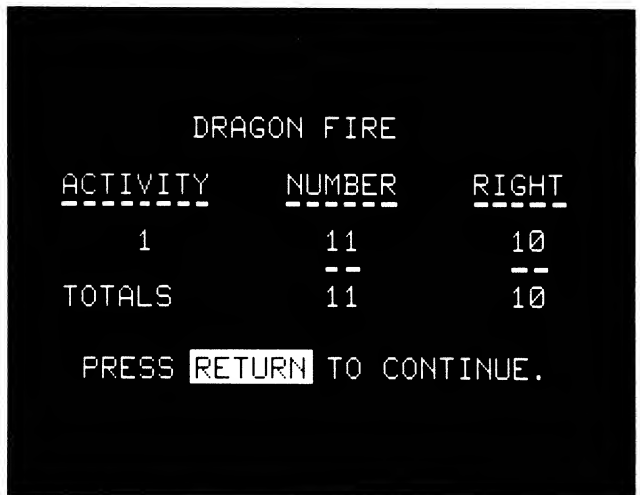
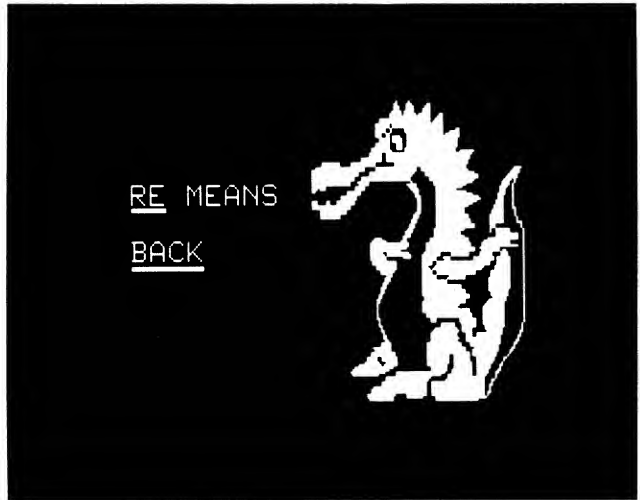
# Review

## Lesson 3

### Dragon Fire

#### Sample Runs

Students must answer 11 out of 15 problems correctly to see the entire dragon. If students don't answer 11 problems correctly, they're told to "Try again to see the Dragon return."



At the end of the drill, students receive a score to copy onto their scoresheets.

#### Examples of Screen Output

# Lesson 4 *DIS*

---

## Working with the Prefix *DIS*

Specific Topic: Prefixes

Type: Tutorial

|                |             |     |          |
|----------------|-------------|-----|----------|
| Reading Level: | Tutorial:   | 3.7 | (Spache) |
|                | Activities: | 3.2 |          |
|                | Worksheet:  | 3.1 |          |

---

## Description

Lesson 4 presents the meaning of *DIS* as “not” or “the opposite of” and produces two drills to reinforce the concept of *DIS*.

---

## Objectives

- To know that the prefix *DIS* means “not” or “the opposite of”
- To distinguish the prefix from the root word
- To comprehend the meaning of a word with the prefix *DIS* by demonstrating its use in sentences
- To demonstrate knowledge of prefixes



# Lesson 4 *DIS*

---

## Background Information

Below are lists of words and sentences used in the computer program drills. Use these to determine whether the drill is appropriate for a particular class.

---

## Lesson 4— Activity 1, Prefix DIS

|           |           |            |
|-----------|-----------|------------|
| diagree   | displease | disapprove |
| dismount  | displace  | disconnect |
| disobey   | dislike   | disloyal   |
| disappear | dishonest |            |

## Lesson 4 *DIS*

---

### Lesson 4— Activity 2, Prefix DIS

The man was **displeased**.

Do not **disobey** traffic lights.

I **disagree** with you.

Let us **discontinue** the work.

He was **disloyal** to his school.

The magician made the rabbit **disappear**.

The class **disapproved** of Mary's idea.

The salesperson was **dishonest**.

Why did the cat **distrust** the children?

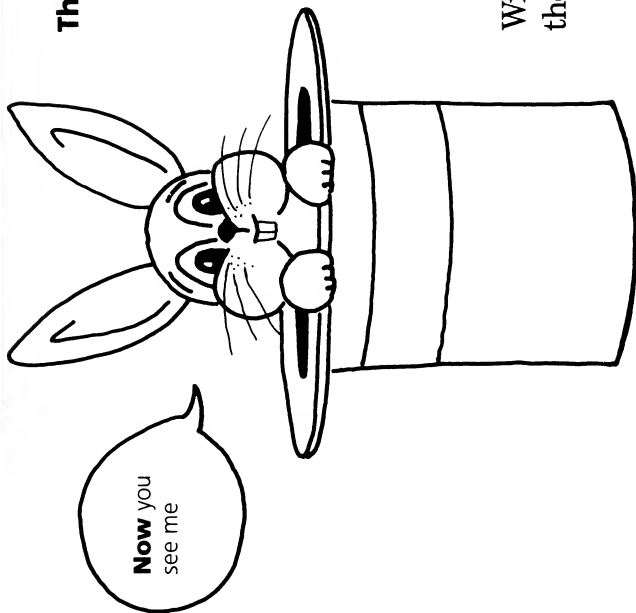
Dogs **dislike** loud noise.

Name \_\_\_\_\_

Class \_\_\_\_\_

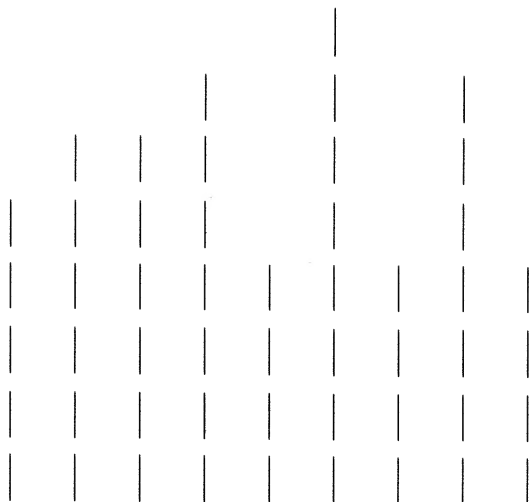
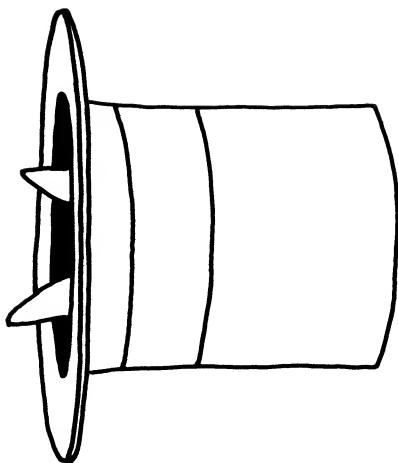
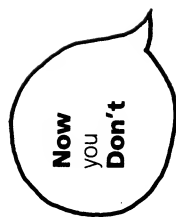
Date \_\_\_\_\_

## The *Dis*Appearing Prefix



**displace**  
**dishonest**  
**disappear**  
**disbelieve**  
**disobey**  
**discontinue**  
**dislike**  
**disapprove**  
**disable**

Write the words above *without* their prefixes on the lines provided below.



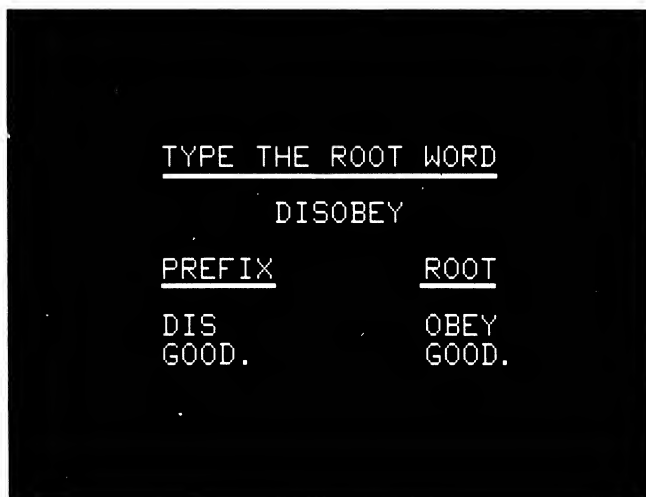
## Sample Runs

After defining the term "prefix," the computer tells students that DIS means "not" or "the opposite of" and gives examples for both meanings. Students identify the prefix by typing the prefix in "disappear." A graphic of the word "disappear" is followed by a restatement of the meanings of DIS.



In Activity 1, students type the prefix of a given word. If correct, they type the root word. If they don't identify the prefix, they're given a second chance. If incorrect again, they're given the answer and asked to identify the root word.

A score of 1 point is given for a correct root word and 1 point for a correct prefix.



## Examples of Screen Output

## Lesson 4 *DIS*

### Sample Runs

Activity 2 presents a sentence containing a word with the prefix DIS. Two meanings will be given.

Students choose the meaning that best describes the use of that word in the sentence. If the answer is incorrect, the program gives the correct answer.

Choose the best  
meaning.

I disagree with  
you.

A believe  
B differ

LESSON 4: DIS

| ACTIVITY<br>----- | NUMBER<br>----- | RIGHT<br>----- |
|-------------------|-----------------|----------------|
| 1                 | 10              | 9              |
| 2                 | 5               | 2              |
|                   | --              | --             |
| TOTALS            | 15              | 11             |

PRESS **RETURN** TO CONTINUE.

After the summary score is given, the program instructs students to move on to the next task.

### Examples of Screen Output

# Lesson 5 *PRE*

---

## **Working with the Prefix *PRE***

|                 |             |     |          |
|-----------------|-------------|-----|----------|
| Specific Topic: | Prefixes    |     |          |
| Type:           | Tutorial    |     |          |
| Reading Level:  | Tutorial:   | 4.0 | (Spache) |
|                 | Activities: | 3.9 |          |
|                 | Worksheet:  | 4.0 |          |

---

## **Description**

Lesson 5 presents the meaning of *PRE* as “to happen before some other event” and then drills students on words using *PRE*.

---

## **Objectives**

- To know that the prefix *PRE* means “to happen before some other event”
- To distinguish the prefix *PRE* from the root word
- To comprehend the meaning of a word with the prefix *PRE* by demonstrating its use in sentences
- To demonstrate knowledge of prefixes

# Lesson 5 *PRE*

---

## Background Information

Below are lists of words and sentences used in the computer program drills. Use these to determine whether the drill is appropriate for a particular class.

---

### Lesson 5—Activity 1, Prefix **PRE**

|           |            |          |
|-----------|------------|----------|
| pregame   | prearrange | prejudge |
| prepay    | prepaint   | presoak  |
| preteen   | preview    | preheat  |
| premature | pretest    | precook  |
| preset    |            |          |

---

### Lesson 5—Activity 2, Prefix **PRE**

**Precook** the food in the oven.

Please **preheat** the oven.

**Presoak** your dirty socks before washing.

Mary took a reading **pretest**.

Teachers should **preview** films.

**Preteen** students pay less at movies.

Joe **prepaid** the bill.

They saw the **pregame** show.

Their car was from **prewar** days.

Dinosaurs are **prehistoric** animals.

I will **prearrange** the meeting.

Children under five are at a **preschool** age.



Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**The Pregame**

Score a touchdown (6 points), an extra point (1), and a safety (2 points) by moving each of the footballs on the left to the correct place on the field.

Mother will \_\_\_\_\_ the oven and bake the cake.

A dinosaur is a \_\_\_\_\_ animal.

Our teacher gave us a \_\_\_\_\_.

Tom saw a \_\_\_\_\_ of the movie on T.V.

precooked

preheat

preview

**Touchdown!**

\_\_\_\_\_ comes before kindergarten.

The children's trip to the circus was \_\_\_\_\_.

If you \_\_\_\_\_ the cost, you will not get a bill.

Some \_\_\_\_\_ hams must be baked before you eat them.

\_\_\_\_\_ your dirty socks before you wash them.

prehistoric

pretest

preschool

prearranged

prepay

presoak

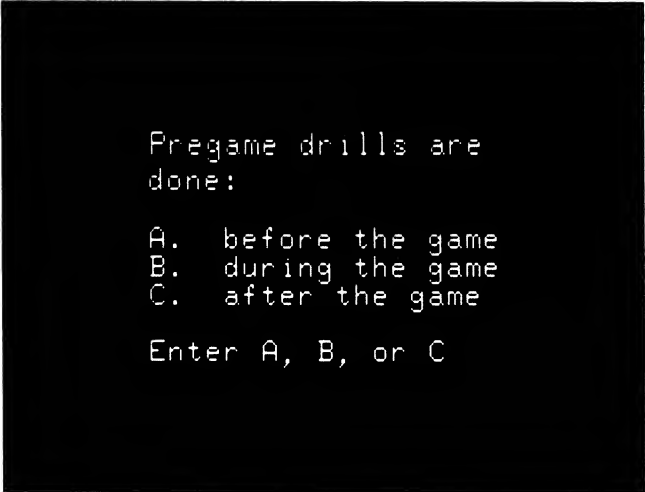
**Extra Point**

**Safety**

---

## Sample Runs

After defining the term "prefix," the computer tells students that PRE means "to happen before some other event." It gives an example of PRE as in "pretest" and a question on the meaning of the word "pregame." A graphic of PRE with drills using the word "pregame" are followed by a restatement of the meaning of PRE.



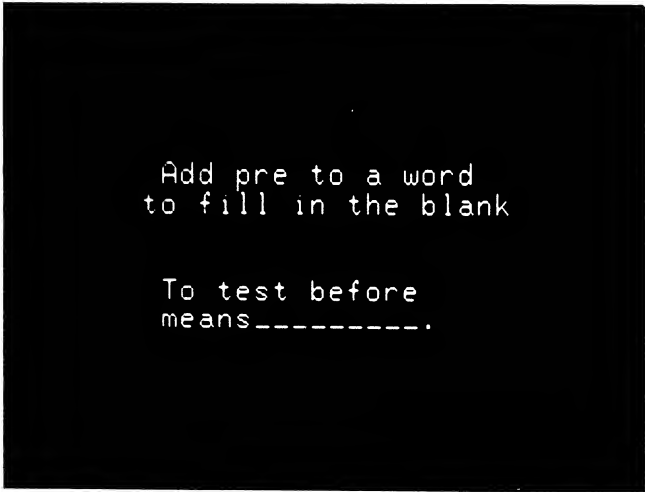
```
Pregame drills are  
done:
```

- A. before the game
- B. during the game
- C. after the game

```
Enter A, B, or C
```

In Activity 1, students must add the prefix PRE to a word to understand the meaning.

They fill in the blanks by typing the root word with the prefix. If the word is incorrect after two tries, the computer gives the answer.



```
Add pre to a word  
to fill in the blank
```

```
To test before  
means_____.
```

## Lesson 5 *PRE*

### Sample Runs

Activity 2 presents six words. Students add the prefix *PRE* to one of those words and type it in the sentence. Five sentences are displayed with six word choices. Students choose the word that fits best.

Correct answers are crossed off the list of six words. Students are given two chances to answer each sentence correctly.

Add pre to a word

|          |      |
|----------|------|
| paid     | teen |
| war      | soak |
| historic | game |

Dinosaurs are  
prehistoric animals.

That's right!

LESSON 5: PRE

ACTIVITY

NUMBER

RIGHT

-----

-----

-----

1

5

5

2

5

5

--

--

TOTALS

10

8

Press **RETURN** to continue.

At the end of the drill, students receive a score to copy onto their scoresheets.

## Lesson 6 *IN*

---

### Working with the Prefix *IN*

|                 |             |     |          |
|-----------------|-------------|-----|----------|
| Specific Topic: | Prefixes    |     |          |
| Type:           | Tutorial    |     |          |
| Reading Level:  | Tutorial:   | 2.9 | (Spache) |
|                 | Activities: | 3.1 |          |
|                 | Worksheet:  | 3.9 |          |

---

### Description

Lesson 6 presents the meaning of *IN* as “not” or “within” and drills students.

---

### Objectives

- To know the prefix *IN* means “not” or “within”
- To distinguish the prefix *IN* from the root word
- To comprehend the meaning of a word with the prefix *IN* by demonstrating its use in sentences
- To demonstrate knowledge of prefixes

# Lesson 6 *IN*

---

## Background Information

Below are lists of words and sentences used in the computer program drills. Use these to determine whether the drill is appropriate for a particular class.

---

### Lesson 6—Activity 1, Prefix *IN*

|            |           |            |
|------------|-----------|------------|
| incapable  | inactive  | indefinite |
| informal   | invisible | incorrect  |
| incomplete | indirect  | indoors    |
| inbounds   | infield   | insecure   |

---

### Lesson 6—Activity 2, Prefix *IN*

A person who runs is **active**.

A cow is **incapable** of flying to the moon.

Blue jeans are **informal** clothing.

Stars are **invisible** during the day.

The quickest route is the **direct** route.

In the winter we eat **inside** the house.

The teacher was angry because the word was **incomplete**.

The pitcher plays **infield** in baseball.

Being **insecure** made him shake.

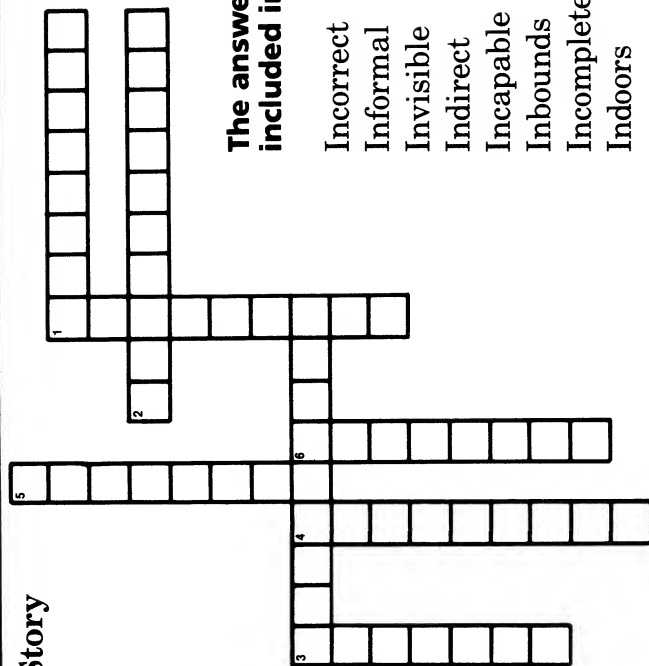
## Lesson 6 /N

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### The Inside Story



**The answers are  
included in this list:**

- Incorrect
- Informal
- Invisible
- Indirect
- Incapable
- Inbounds
- Incomplete
- Indoors

## Clues

### Across

1. Blue jeans are more \_\_\_\_\_ than skirts and slacks.
2. The puzzle is \_\_\_\_\_ because the puppy ate a piece.
3. Poor Casper wanted to be \_\_\_\_\_ like other ghosts!

### Down

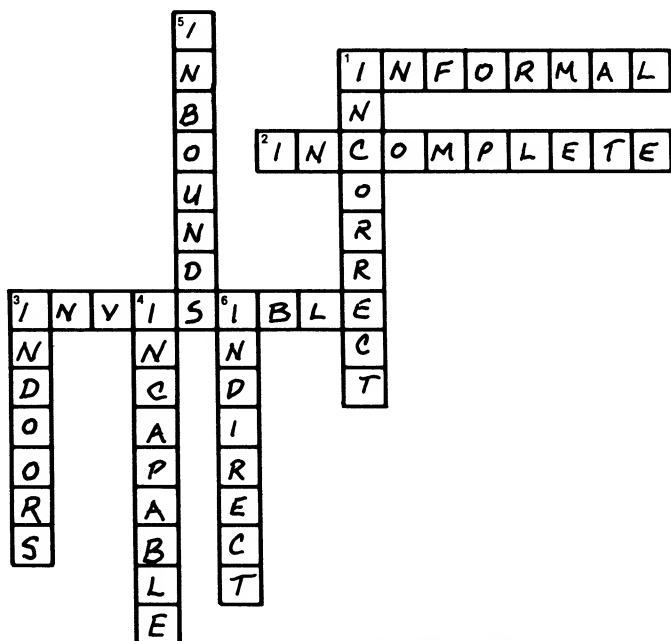
1. If your first answer is \_\_\_\_\_, try again!
3. Mary and Tony played \_\_\_\_\_ while it was raining.
4. The little boy was \_\_\_\_\_ of tying his shoes.
5. The volleyball hit the net and stayed \_\_\_\_\_.
6. Peter was late because he took an \_\_\_\_\_ route.



## Lesson 6 *IN*

---

### The Inside Story



### Answer Key

#### Across

1. Informal
2. Incomplete
3. Invisible

#### Down

1. Incorrect
3. Indoors
4. Incapable
5. Inbounds
6. Indirect

## Sample Runs


After defining the term "prefix," the program tells students that IN means "not" or "within" and gives examples of both meanings. A question on the word "inactive" is presented, followed by a restatement of the meaning of IN.

```
An inactive person
would:
```

- A. run
- B. rest

```
Enter A or B      B
```


```
Yes, inactive
means not active.
```

In Activity 1, students underline the prefix, using the  key.

Next, they press the Space Bar if done. If they identify the prefix, the program reinforces learning by defining the word. If students answer incorrectly, they're given a second chance.

If the second answer is incorrect, the program gives the correct answer and the meaning of the word.

```
Underline the prefix
-----
incorrect
```

```
Press the  key.
Press space bar
if done.
```

## Examples of Screen Output

## Lesson 6 *IN*

### Sample Runs

Activity 2 presents a sentence with two possible answers. Students type A or B and press the Return key. Positive reinforcement is used if the answer is correct.

If students answer incorrectly, the program gives the correct response.

```
Enter A or B to
finish the sentence
-----
```

```
A man who runs
is -----.
```

```
A  active
B  inactive
```

```
LESSON 6:  IN
```

| ACTIVITY<br>----- | NUMBER<br>----- | RIGHT<br>----- |
|-------------------|-----------------|----------------|
| 1                 | 5               | 5              |
| 2                 | 5               | 3              |
|                   | --              | --             |
| TOTALS            | 10              | 8              |

At the end of the program, students receive a score to copy onto their scoresheets.

```
Press RETURN to continue.
```

### Examples of Screen Output

# Review

## Lesson 7

### Chip 6502

---

#### **Working with the Prefixes *UN, RE,* *DIS, PRE,* and *IN***

|                 |            |     |          |
|-----------------|------------|-----|----------|
| Specific Topic: | Prefixes   |     |          |
| Type:           | Drill      |     |          |
| Reading Level:  | Activity:  | 3.7 | (Spache) |
|                 | Worksheet: | 3.6 |          |

---

#### **Description...**

Lesson 7 reviews the meanings of UN, RE, DIS, PRE, and IN through the use of graphics and a story about a robot named Chip 6502.

---

#### **Objectives...**

- To know the meanings of the prefixes UN, RE, DIS, PRE, and IN
- To distinguish between the prefixes UN, RE, DIS, PRE, and IN by making words that will complete sentences
- To demonstrate knowledge of prefixes

# Review

## Lesson 7

### Chip 6502

---

#### Background Information

Below are sentences used in the computer program drills for Review Lesson 7.

---

#### Lesson 7— Review

The space ship **returned** to earth safely.

Chip was **unhappy** when he fell.

The rocket ship **disappeared** out of sight.

Chip said the trip might be **unsafe**.

It would be **unwise** to attack the enemy ship.

We will **relocate** the city on Mars.

We will **rebuild** Chip when it breaks down.

Chip's arm was **replaced** when it fell off.

The captain **retold** the story.

When worn down, the laser must be **recharged**.

# **Review**

## **Lesson 7**

### **Chip 6502**

Space ships must slow down before **reentry**.

Before entering school, robots must take a **pretest**.

The ship's crew must **refill** the fuel tank after the flight.

Chip led the team in **pregame** drills.

We will **discontinue** all trips to Mars.

Chip **disagreed** with the captain.

The **dishonest** officer robbed the ship.

Chip **distrusts** other robots.

Chip will be **displeased** with you if you get this wrong.

Chip was **incorrect** about the flight.

The planet was **invisible** during the day.

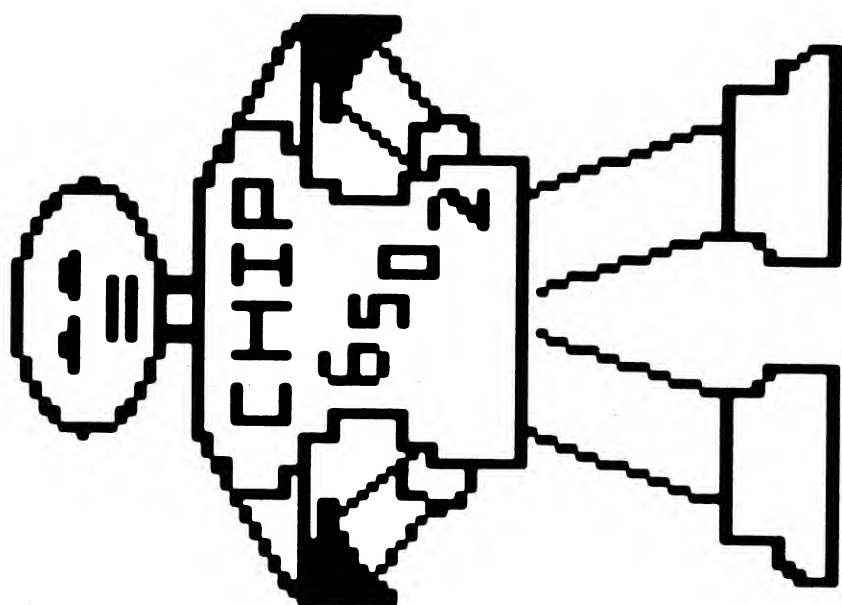
**Review  
Lesson 7**

|       |      |
|-------|------|
| Name  |      |
| Class | Date |

**Out of Space With  
Chip 6502**

Use as many words as you can from the list below to write an adventure story about the robot named Chip 6502.

- |           |             |            |
|-----------|-------------|------------|
| unsafe    | preview     | invisible  |
| return    | inactive    | preheat    |
| disappear | unpack      | replace    |
| unsure    | refill      | distrust   |
| reopen    | disagree    | indefinite |
| dislike   | prehistoric |            |





# Review

## Lesson 7

### Chip 6502

---

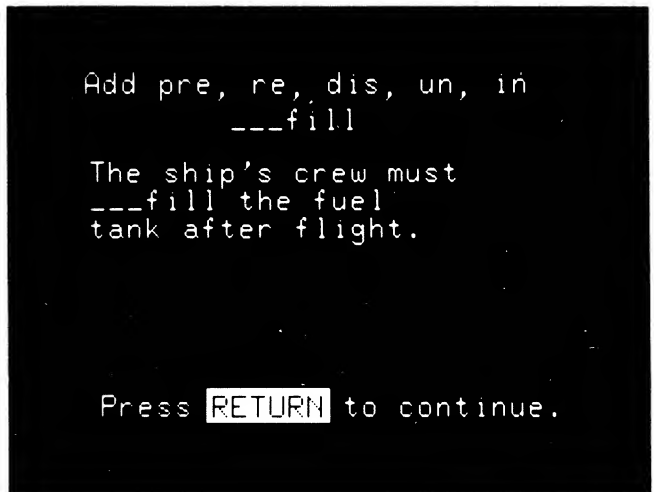
#### Sample Runs

Students build a robot called Chip 6502 by answering problems correctly.



The Review Lesson gives words and five prefixes from which to choose. Students select the correct prefix to make a correct sentence.

For each problem answered correctly, a part of the robot Chip 6502 appears on the screen. If answers are incorrect, students go on to the next problem without seeing the robot.



---

#### Examples of Screen Output

# Review

## Lesson 7

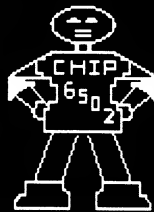
### Chip 6502

#### Sample Runs

If students answer 11 out of 15 problems correctly, the robot will play a little tune. *Be sure sound is turned on.*

If they don't answer 11 problems correctly, they're told to try again to build Chip 6502.

BUILD CHIP BY MAKING  
A WORD USING THE  
RIGHT PREFIX.



CHIP 6502

| <u>ACTIVITY</u> | <u>NUMBER</u> | <u>RIGHT</u> |
|-----------------|---------------|--------------|
| 1               | 11            | 10           |
| TOTALS          | 11            | 10           |

PRESS **RETURN** TO CONTINUE.

At the end of the drill, students receive a score to copy onto their scoresheets.

#### Examples of Screen Output

The ATARI Learning Systems prefixes program was developed by the Minnesota Educational Computing Consortium (MECC). The original program and support materials were developed by Bob Jamison and Marge Kosel of the MECC staff and Shirley Birr of the St. Cloud State University Laboratory school, St. Cloud, Minnesota. Programming of the diskette was done by Brian Walker and Todd Bailey. Artwork was done by ATARI, based on artwork done by Shirley Keran. This manual was edited and produced by Doris Bower and the MECC Instructional Services staff, and revised by ATARI staff.

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